Conducting a needs assessment-Innovative Model

The discrepancy-based needs assessment is the best needs assessment model for this assignment. Teacher candidates need to learn how to use video in order to evaluate teacher effectiveness and student achievement. At this point there is not a big problem when it comes to teacher candidates using video to record their lessons because students are not required to film themselves, but a big problem is coming. A new program will be implemented in 2012, teacher candidates will be required to include a video in their exit portfolio in order to receive their initial teaching certificate and pass student teaching.

The discrepancy is that teacher candidates will be required to video record their lessons in order to evaluate the effectiveness of their teaching and to evaluate the student’s achievement. The use of video is essential for teacher candidates to learn as they will be required to turn in videos of their lessons to be evaluated when the candidates have to use the Teaching Performance Assessment (TPA). The video lessons will be turned in to the state to be evaluated. The TPA follows the format of the National Board for Professional Teaching Standards (NBPTS) and will replace the Performance Based Pedagogy Assessment (PPA) in 2012. The transition from the PPA to the TPA not only affects teacher candidates, but also affects the educational instructors, as most instructors are not familiar with the TPA.

The use of video and recording training is necessary for teacher candidates to be successful when using the TPA. A model of the TPA, involving examples is also important for teacher candidates, as students need resources to draw on. The video and recording training will consist of resources for students to use, should they not have a video or recorder in their possession. An example of how to upload video and burn the video to a digital versatile disk will also be provided. The model TPA will include an example of all assignments as defined in the TPA. This model will help students navigate their way through the TPA and provide teacher candidates with well prepared examples to help the students excel. Data will be collected by going through the TPA process and reflecting on each section, including how to video and record.

There are not a lot of non-instructional needs in this discrepancy-needs assessment, but the list of video and record resources will be a non-instructional need.

Faculty and students at Eastern Washington University will be using the TPA instructional manual. Faculty will need to know the information in the manual in order to teach the students, while the students will need to know the information in the manual in order to produce excellent work and receive a preliminary teaching certificate. The instructional manual must fit in to the TPA format, which follows the NBPTS. The NBPTS is based on best practices and current educational philosophies. The hardware available in the learning environment will be the manual provided for students and teachers. Teachers and teacher candidates will be required to find and use their own video cameras and voice recorders, but will be given a list of possible resources to use. Students will also be required to write about their teaching experience using prompts. The classes and facilities will not be different, aside from the new format provided in the TPA. The school in which the new instruction will take place is at Eastern Washington University and in the surrounding school districts where teacher candidates practice lessons. There may be opposition to the new assessment because it is a new system that faculty and students are not familiar with the TPA, but the opposition may also come from the use of video in the TPA as many faculty and students have difficulty with technology. However, this instructional assessment will also be welcomed because faculty and students will be required to use the TPA, so faculty and students must be familiar and understand the assessment.

The learners of this assessment will be faculty members of Eastern Washington University along with teacher candidates at Eastern Washington University.